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ABSTRACT

This unit examines four topic areas related to police: rules and enforcement, police discretion, variety of police tasks, and police differences among societies as products of certain social pressures. High-school students learn about the police as an institution that responds to social and historical pressures. Students study police systems in several countries. Recognizing that these institutions vary, they begin looking at the police in terms of what a police system can be in the future. Teaching methods involving role-play, newspaper articles, and an inquiry process are employed. Thirteen learning activities are described. First, an examination of classroom rules followed by staged infractions provides insight into the relationships among rules, laws, enforcement, and discretion in enforcement. Students then experience the policeman's role directly through classroom role-play with comments from an invited officer. Comparisons of police in the United States with those of other countries include a study of British unarmed police and a discussion of the implications of Chinese marriage laws. Understanding of the structure of police forces is developed through comparisons of national and local forces in various countries and through study of a chart showing the relationship of U.S. police forces to the entire U.S. criminal justice system. (AV)

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POLICE

An experimental unit

Prepared by the Center for Teaching International Relations

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TABLE OF CONTENTS

TEACHER'S INTRODUCTION ii
Overview of Unit iii

Activity #1: RULES ARE MADE TO BE BROKEN 1

Activity #2: STAGED 3

Activity #3: "THERE OUGHT TO BE A LAW" 5

Activity #4: ROLE-PLAYING THE POLICE 10

Activity #5: "WALK A MILE IN MY SHOES" 15

Activity #6: HELP ! 21

Activity #7: READ ALL ABOUT IT 25

Activity #8: GUNS 30

Activity #9: NATIONAL vs LOCAL POLICE FORCES 38

Activity #10: ALL SYSTEMS GO 40

Activity #11: MARRIAGE LAWS OF THE PEOPLE'S REPUBLIC OF CHINA 46

Activity #12: EXPERIENCES WITH THE POLICE 49

Activity #13: QUALIFICATIONS 53

APPENDIX: Further Suggestions for the Unit 57

APPENDIX: Using Role-Play Activities 58

TEACHER'S INTRODUCTION

This unit examines four topic areas related to police: (1.) rules and enforcement, (2.) police discretion, (3.) the variety of police tasks, and (4.) police differences among societies as products of certain social pressures.

These topic areas have been selected for two reasons. First, students need a better understanding of the role and function of police within a society. They need to recognize the tremendous variety of tasks police perform and they need to understand how police are involved in many aspects of social and political life. The second reason for studying these topics is to question the assumption that many people share -- that police behavior in their own society is appropriate, that indeed the way police act is the only possible way that they can act. But this unit raises the question, "Do things always have to be the way they are now?" By comparing police systems in a number of societies, students will recognize that police institutions vary widely throughout the world. They will explore the factors that account for these differences and begin looking at the police in terms of what a police system can be, and not what it is.

TOPICS:

1. Rules and enforcement

Examines the relationships between making rules and the adequate enforcement of those rules.

2. Police discretion

Examines the key factor in police work. Police must decide whether a law has been broken, what procedures should be applied, what law to enforce, whether to arrest, etc.

3. The variety of police tasks.

Examines the variety of tasks that police perform. Emphasis on the false image many persons have that police spend most of their time enforcing laws.

4. Police differences among societies as products of certain social pressures.

Examines differences in police systems with the goals of understanding the social pressures that cause differences and evaluating the American police system in light of these differences.

NOTE: The first nine activities of the unit follow the topics in sequence. Activities 10-13 are supplementary.

UNIT OBJECTIVES:

To recognize that what police do and the ways they are viewed is not the same everywhere in the world

To generate hypotheses explaining why police systems differ in significant ways

CS: POLICE 9/75

To identify the diverse and varied functions and tasks that police perform

To recognize that the way police operate in the United States is not the only way police can operate

To understand that police systems vary because of different social and historical pressures on those institutions

To use comparisons to note differences

To develop an attitude that the police don't always have to be "the way they are"

To view the police as an institution which can be changed

To generate ideas about other ways police could behave in America

To increase student knowledge about the role of the police in the law enforcement process

To develop the attitude that studying other cultures can be helpful in better understanding our own culture and society

To recognize the importance of discretion in law enforcement.

OVERVIEW OF UNIT:

Activity #1: RULES ARE MADE TO BE BROKEN

Students are introduced to the relationships between rules, laws, and enforcement by examining their school or classroom rules.

Activity #2: STAGED

Staged infractions of classroom rules introduce the concept of discretion in rule enforcement.

Activity #3: "THERE OUGHT TO BE A LAW"

Students again examine the relationship between law and law enforcement, and the related issues of too many laws and alternatives to laws.

Activity #4: ROLE-PLAYING THE POLICE

<u>Why</u> police act as they do is explored in a role-play.

Activity #5: "WALK A MILE IN MY SHOES"

Again, reasons why policemen act as they do are explored, but this time in a real context. A reading introduces new perspectives for students in judging the actions of the police.

Activity #6: HELP !

Students examine the functions of the police in our society, and in doing so become further aware of their own perceptions of the police.

Activity #7: READ ALL ABOUT IT

Students read newspaper articles from around the world and compare functions of police in different societies as suggested by the newspaper media.

Activity #8: GUNS

The assumption that police must carry firearms is challenged in an article on the British police system.

Activity #9: NATIONAL vs LOCAL POLICE FORCES

Students consider organizational differences in police forces and discuss problems and benefits of these differences.

Activity #10: ALL SYSTEMS GO

A chart of the U.S. criminal justice system helps students relate the functions of the police to the larger legal system.

Activity #11: MARRIAGE LAWS OF THE PEOPLE'S REPUBLIC OF CHINA

The marriage laws of another country are used to illustrate the universal need for laws and their enforcement.

Activity #12: EXPERIENCES WITH THE POLICE

Students examine their own feelings about the police by comparing personal experiences with police and police roles as portrayed on television.

Activity #13: QUALIFICATIONS

Examining police training requirements offers students data to re-evaluate their perceptions of the police.

Title: RULES ARE MADE TO BE BROKEN

Introduction:

There is hardly an action a person takes that is not governed by a rule. It may be an informal rule such as a custom or tradition, or it may be a formal rule such as a law dictating the age of marriage. Many students understand the importance and need for rules. In fact, what irritates many students is that they have little say in making the rules they must follow. Yet, many students do not understand the need for adequate enforcement of the rules, formal or informal. In this activity students will be forced to connect the making of rules with questions about their enforcement. They will begin to see the problems that are connected with trying to enforce the rules of a particular group.

Objectives:

To recognize and list the many possible methods of enforcing a rule or law

To identify some of the problems involved in enforcing rules

To express attitudes about the need for rules and the need for adequate enforcement of those rules

To evaluate a list of rules in terms of their enforceability

Time: One Class Period (possibly two class periods if there is substantial discussion.

Procedure:

Step 1: Ask the class if there are any school rules that they don't particularly like. Let a few students mention some of these rules. Tell the class you would like them to make their own rules for school.
NOTE: This can be for the school or for the classroom.

Step 2: List the rules that students suggest on the board. Take any suggestion made by a student.

Step 3: Take a rule on the board and ask the students what should happen if that rule is broken. Do this for three or four of the rules until students have mentioned a number of different methods for handling offenders. List these on the board also. (Students may suggest that the principal should suspend the person, that a teacher should turn them in, that nothing would happen, that other students would correct the situation, etc.)

Step 4: Now have the students take out a piece of paper and write down a real situation describing themselves or someone else breaking a classroom or school rule. Ask the students to raise their hands if the real situation was handled in a way similar to the ways listed on the board. Ask those who didn't raise their hands to describe the way the breaking

of the rule was handled without mentioning names. ADD THESE NEW IDEAS TO THE LIST OF ENFORCEMENT METHODS YOU ALREADY HAVE ON THE BOARD.

Step 5: Have the students break into small groups of two or three persons. Tell them to take the list of rules they have made and decide which five will be the easiest to enforce and which five will be the hardest to enforce. Spend some time in general discussion where students can argue about the easiest and hardest ones to enforce. During the discussion raise these questions if the students do not:

(1.) Can the rule be enforced fairly?
(2.) Would there be too many exceptions for that rule?
(3.) Would it be difficult to detect an infraction of the rule?
(4.) Would it take too much time to enforce the rule?
(5.) Would the punishment meet the crime?

Step 6: Now ask the students to reconsider the rules of the school or class that they discussed at the beginning. Ask these questions:

(1.) Which school or class rule do you feel is enforced unfairly?
(2.) Which school or class rule is not enforced well?
(3.) Which school or class rule has a punishment that doesn't meet the crime?
(4.) Which rules would you eliminate based on the criteria that the rule is not being enforced or can't be enforced well?

NOTE: Throughout the discussions the students will express their attitudes regarding the need for rules, specifically and generally. You can deal with these comments by emphasizing that there are many different reasons for having or not having a rule and that the class is being asked to focus on the question of a rule's enforceability. The point to emphasize is the difference between saying behavior is wrong and deciding when rules have been broken and should be enforced. Such discretion is the main functional task of a law enforcement agency and it is not a cut-and-dried procedure.

Evaluation:

Have the students write an essay stating at least three reasons for their agreement or disagreement with this statement:

THE ONLY GOOD RULE IS THE RULE THAT CAN BE ENFORCED.

Further Suggestions:

Suggest to the students that they may want to work more on the ideal list of rules. They can get other students, teachers, and parents to help them formulate a set of rules that is really enforceable. Then they could draw up these well-thought-out rules along with the suggestions for their enforcement. These documents could then be turned into the newspaper or the principal or the student council for their consideration when the actual rules and enforcement policies of the school or class are reviewed and formulated.

Title: STAGED

Introduction:

People often say one thing and believe another. They also believe one thing but in the actual situation will do something else. What students say about rules and enforcement might be what they think you, the teacher, want to hear. This is often the case, and although it is difficult to expose students to real situations in the classroom in order for them to operate as themselves, this activity suggests a way to do so in your classroom. These staged situations will help you raise questions regarding the complex decisions that are involved in the discretionary function of law enforcement in any situation.

Objectives:

To allow students to compare what they say about laws and enforcement with what they do in a staged experience in the classroom

To make students aware of the fact that what they say may vary from what they do

To reinforce with the students that there are situations where rules are needed, along with adequate enforcement of those rules.

To increase students' knowledge of the complexity of using discretion as related to enforcement.

Time: One Class Period

Procedure:

In this exercise you the teacher are going to stage a few incidents in order to promote student involvement in questions related to discretionary functions of enforcement. First choose a couple of situations to stage. Make up your own or choose from this list:

(1.) Before class tell a couple of your students to break some of the rules during the class period. Point out which rules. Then tell them that you will decide on a punishment and have the class vote on whether or not the punishment should be carried out. Otherwise, the class should be carried out as usual.

(2.) Do exactly the same thing as in #1, except let the class vote to decide whether or not the person broke the rule. If they vote yes on this account, let them also vote on a punishment which they suggest.

(3.) Tell two students to break the same rule. Then enforce the rule as you normally would with the first one, but do not enforce the second infringement of the rule. Have the first student complain about unfairness and see to what degree the other students support his view. You can be a good listener and see how many are supportive and/or you can be very upset and strict and see how many still support the person complaining. You might also say that anyone supporting the first person's complaint will get the same treatment and punishment that the first person did.

(4.) Have two students start an argument with each other. After a minute or two of arguing have them ask you to step in and stop the argument. Refuse to do so. In fact, try to ignore the request. Suppose that one student keeps talking while the other is trying to listen to instructions. What will other students do? Have the two students carry this staged incident out until you feel the rest of the class has had time to react.

Debriefing:

You will need to discuss the following questions with the students regardless of which situation or situations you use.

(1.) How did you feel about the changes in procedure and enforcement policy that seemed to be taking place?
(2.) Did you feel like saying or doing something about the changes?
(3.) Which system of enforcement do you prefer--the one staged or the one the class regularly follows?
(4.) Was this a situation where the rule was clear? Should there be a rule covering this behavior or situation?
(5.) Discretion is the process of deciding whether something should be done about it and what should be done. Give examples of how complex and difficult discretion is to exercise.

Evaluation:

Write down two or three situations that describe how police officers exercise discretion. Circle the sentences that point out a discretionary decision.

Title: "THERE OUGHT TO BE A LAW"

Introduction:

We live in a nation that is under the rule of law. It is desirable, in many Americans' eyes, to be called a "law-abiding citizen." When someone asks why he should or shouldn't do something, we often respond not with a moral explanation but with the comment: "It's the law." When something is wrong, in our opinion, our first suggestion is to pass a law. Yet we, as Americans, often ignore the fact that a law without adequate enforcement is often worse than no law at all. The enforcement of our laws is an important component in the rule of law. This activity encourages students to explore the national tendency to make a law to solve a problem, and asks them to evaluate the usefulness of having a law based on that law's enforceability.

Objectives:

To illustrate the idea that the rule of law is an important social force in American society

To demonstrate to students the tendency many Americans have to use law-making as a solution to problems

To provide students the opportunity to acknowledge the relationship of law enforcement to the rule of law

To brainstorm alternative ways, besides laws, to deal with behavior that is undesirable in the society

Time: Two Class Periods

Materials:

Duplicate copies of the article "There Oughta Be a Law" for every student.

Procedure:

Step 1: Ask the students to form pairs. Tell the students you would like to know which group in five minutes can come up with the largest list of actions which are against the law. Tell them that it will probably take a list of 40 or 50 actions to be the winner.

Step 2: Ask the students to try to point out a problem or concern or area of our lives that does not have a written law applied to that aspect of living. It will be very difficult for students to identify any area of our lives that is not governed by a law. If possible, obtain a book on school law or any other laws from the library or from your principal and read some of these laws to the students so that they get an idea of just how many laws there really are. Encourage students to identify and bring in written laws.

Step 3: Ask the students to stay in their pairs and identify some action in their society that really bugs them a lot. This could be speeding, the drinking age, the voting age, mandatory school attendance, etc. Tell them to write their own law on this topic, even if it means they must rewrite a present law.

Step 4: Let the students read their laws. Then select a few that seemed to generate interest in the class and ask the entire class how that law could be enforced.

(1.) Can the law be enforced fairly?
(2.) Will it be difficult to enforce the law in any way?
(3.) What should be the punishment for those who break the law?
(4.) Will it be difficult for a law enforcement officer to tell if the law is being broken?
(5.) Will a law without good enforcement solve the problem the law was designed to solve?

Discuss these questions and any others that help students see that their laws might not have much effect if they can't be enforced, and that there must be some kind of system to handle this enforcement fairly. Do you think the policeman's job gets easier or harder as we pass more and more laws? Explain.

Step 5: Hand out the reading to the class. Have the students read the article with these questions in mind. They should write down answers to these questions:

(1.) What are the main points the author is trying to make?
(2.) What does the author say that you agree with strongly? disagree with strongly?

Have students list words whose meaning they do not know. Tell them the meanings or have them find out.

General discussion questions:

(1.) Do you agree with what the author is saying?
(2.) Can you give examples of how the police officer's job gets harder as we pass more laws?
(3.) How does a police officer decide which law to enforce? How could you find out how the officer decides? (Police officers have department regulations to follow. They also can make some decisions on their own. They make decisions based on precedent, promotion potential, and quota requirements. All of these areas affect the officers' decisions. Check with an officer and get his response to the question.)

Step 6: Many of the behaviors of people that we would like to control or feel are harmful to others or the society simply cannot be effectively enforced. Prohibition was a good example. Others were pointed out in

the article. Have the students reflect back on the areas of their lives that they thought needed a law. Ask them to now consider other ways or mechanisms, besides passing laws, that might deal with the problem. Begin by having the entire class brainstorm alternatives besides laws to control drinking in the United States. Then the students can break into small groups and consider their own issue. This helps students consider alternatives to laws as control mechanisms in the society.

"THERE OUGHTA BE A LAW"

One of the favorite illusions of Americans is that passing laws solves problems. New laws frequently create rather than solve problems, chiefly because so many are so poorly enforced.

One doesn't have to be a lawyer or legal scholar to know that hundreds of laws and thousands of regulations are enforced poorly, if they are enforced at all. Little or no enforcement of rules applies to every area of our lives.

The case of marijuana is an example: After years of outlawing possession of the drug, the number of American users is steadily growing, reaching to a number of almost 20 million people. There are many other cases.

Even though we have strict laws in this country about the number of people that can move to this country to live, many more enter the country than are allowed. Many of these people know the law but also know that the law is hard to enforce and sometimes is poorly enforced.

In this country, it has been against the law for many years to have large companies control the production and selling of a product by mutual agreement. These laws are called anti-trust laws. In 1950, 200 of the largest corporations controlled 47% of all U.S. manufacturing; by 1967 their share had grown to 67% of all U.S. manufacturing. It takes years for the U.S. government to break these illegal corporations apart, and when they do it appears that they find new ways to get back together. Many of these companies break the law because they know they will never be taken to court. The government has not been very successful in enforcing antitrust laws.

The government has also passed laws which prescribe that people cannot be denied a job because of race, sex, or age, or other forms of discrimination. Yet at this time there is a backlog of 100,000 complaints that haven't been examined. You have to ask yourself the question: "What good is a law that isn't enforced?"

Wherever one turns, the story is similar. A recent check of interstate highways in 12 states found that when traffic conditions permit, at least 70% of the cars zoom by at speeds exceeding the 55 mile an hour limit.

The problem in all of this is not just that particular offenders go uncaught or unpunished. The problem is related to something much more basic to our society. When rule-breakers receive infrequent, arbitrary, or half-hearted punishments the entire community feels less of a need to obey the law. The people in society become less committed to the rule of law.

Laws are the society's way of expressing what is right and what is wrong. But these laws will mean little if they are not enforced, and if offenders are not punished. Those people who make laws which they know cannot or will not be adequately enforced are doing far more to hurt the society than to help it.

There are many factors that result in the passing of laws that are hard to enforce or are poorly enforced. Because of the bargains people in the legislature make, many laws have penalties that are too weak to stop people from breaking the law. Also many legislative bodies pass laws that are so complicated, vague, and inconsistent that they are difficult to comply with and enforce even if one wishes to do so.

Two other factors also contribute to the poor enforcement of laws. One is that many so-called average citizens do not like it when law enforcement officers try to enforce the law. Many people do not respect the police; some say that this dates back to the days of the "wild west". Others feel that the government should rule as little as possible. They believe that strong government is bad government. Ask about police use of radar to catch traffic violators and you will be told it is not fair. When a building inspector in the San Francisco area used a helicopter to try to enforce building codes more effectively, the outcry was so loud that he quickly dropped the practice.

Yet many people realize that enforcement can also lead to forced control. People say that many law enforcement techniques cannot be allowed because they will lead to illegal snooping, Big Brother, and police states, all of which are undesirable.

The other factor contributing to poor enforcement is its expense. Consider laws related to stray pets. The price tag of $450 million, according to one source, would be needed to control the stray pets in this country. Is the problem worth half a billion dollars a year?

In short, if even most of the country's laws were enforced, we would need at least 210 million police officers, inspectors, and court clerks, and then we would need a small nation of enforcers to regulate enforcement so that it did not violate scores of other laws. We are not only a nation of laws, but of too many laws.

WHAT IS TO BE DONE?

Do we hire more and more law enforcement officers? One noted authority has already pointed out that police do little to stop or prevent crime, and that they are only one part of the system that must work to enforce the laws.

It has been suggested that every law should be reviewed once every 10 years and, if it has not been adequately enforced, it should be removed from the books. This is admittedly an unlikely possibility. One might hope that various civic groups become aware of the endless process of adding laws to laws, and become more concerned about what makes a law "work."

Groups should, rather than focus on creating new laws, direct more of their attention toward greater enforcement of good existing laws and the removal of unenforceable laws. There were over 200 new laws before the Colorado State Legislature this year alone.

The problem of law enforcement is not just one of better police, but is also a question of the type of laws, the number of laws, the cost of enforcement, and the enforceability of those laws. Next time some one says "There ought to be a law," hand him or her this article. It should give them something to think about.

Adapted from an article by Amitai Etzioni in the Denver Post.

Title: ROLE-PLAYING THE POLICE

Introduction:

It is easy to make decisions and judgments about the police and what they should have done in certain situations because people have little understanding of the complex factors that affect how a police officer will act in a particular situation. Law enforcement is a discretionary task. The police officer must make decisions about enforcement. The basis for these decisions can come from many sources. Department rules and regulations, time considerations, personal values, etc., all affect the police officer's decision and judgment. This activity gives the students the opportunity to act out situations that involve the police and to explore the reasons behind their actions.

Objectives:

To identify the many factors that can affect what a police officer will do in a particular situation

To develop increased self-understanding and awareness of our feelings and attitudes toward the police

To develop empathy for and insight into the discretionary activities of policemen

To try out new behavior which is more beneficial to all parties involved in a situation of police contact

Time: One or Two Class Periods

Materials:

You will need to cut out the situation cards from the student materials. You will need to make copies of the police role card so that each student that plays a police officer can have one to read.

Procedure:

Step 1: If possible contact a police officer in your community to come to the class this period. Most police departments will be cooperative if you give them advance notice. If you feel that students would not role-play well with a police officer in the room, have the officer come into the class the next day to discuss the role play situations.

Step 2: Consult the material in the appendix on conducting a role play. You could have students answer these questions related to the rules a police officer must follow. The questions could be discussed by the class before the role play or after students have played the role as they see it. Answers might be obtained by visiting the police stations and talking with some officers. They could also be asked by students when a police officer visits the class.

(1.) What are the police department rules that affect the discretionary activities of a police officer?

(2.) How does a police officer decide if force is necessary in the situation?

(3.) What happens if someone feels unnecessary force has been used against them? What can they do?

Step 3: Identify volunteers, if possible, to play the roles for each situation. Give them time to read the situations and decide how they will play the role. Act out the role play. Rotate the roles so that the one who was the police officer is now a citizen, and vice-versa. Act out the role again.

Step 4: If the police officer is present, have him play both the role of the officer and the role of the citizen. In addition you might have the officer play the role as he would like to see citizens play it and as he would not like to see them play it. Discuss these questions with the students:

(1.) Why didn't the police do it the way you did in the role-play?
(2.) How could you or the community get the police to be different than they were in the real situation?
(3.) Was the way you acted a way the police could act? How could you find out?
(4.) Why do you think the police exercised discretion in the situation differently than you would have?

Debriefing:

Students can compare the ways they respond to the role of the police officer. Were they fair, demanding, consistent, etc.? Why might police act differently in the situation? How do the actions of the citizen affect the actions of the police officer?

Students should also discuss the possible reasons that explain why different persons in each group played different roles, or acted in different ways.

Which performance do the students think best reflects the proper function of the police? Which performance does the police officer feel is the best? You might also discuss the questions in Further Suggestions.

NOTE: Some of your students may show a very negative attitude toward the police. If this attitude hinders the class from really examining the issues, you might consider the following approach to this activity to bring these perceptions out to where they can be examined, forcing the students to evaluate these perceptions. The intent of the role-play is not to say that police are always right. Rather the activity seeks to involve students in understanding the functions of police, instead of students simply griping about police because of their own personal experiences or images of them.

Further Suggestions:

Instead of having students role-play the situations listed, follow this procedure:

(1.) Have students mention actual situations involving the police where the students did not feel the police acted properly.

(2.) Then have students role-play those situations in ways they think the police should have acted. Have them do the situation their way.

(3.) Follow the general format for role-playing discussed in the Appendix at the end of this Unit.

SITUATION #1

Roles: Two students walking down street; one policeman who is in patrol car

Scene: Two teenage students are walking down a residential street listening to a transistor radio. The policeman notices the two and also recalls a bulletin that there was a theft in a home yesterday and one of the stolen items was a transistor radio. Begin role play with action of the policeman.

SITUATION #2

Roles: 4 students sitting on a curb talking after school. The students are smoking. 1 policeman or policewoman driving by in a patrol car stops to investigate (neighbor phoned complaint of dope-smoking by students on their lawn after school).

Scene: Action begins with police response.

SITUATION #3

Roles: 1 boy or girl riding a bike; 1 policeman on motorcycle

Scene: Policeman spots young person riding a bike without a license. Three bikes have been stolen in that neighborhood over the last two weeks. The policeman signals the person to pull over to the curb. Action starts with police statement.

SITUATION #4

Roles: 1 father; 4 members of a family (mother, father, two children); two policemen in patrol car.

Scene: Father next door phones in a complaint to police department about the screaming and yelling that had gone on for two or three hours. Both officers knock on the door. The father answers the door. Action: The police speak first.

POLICE CARD

(1.) It is your duty to enforce the law if it is broken.

(2.) You can sometimes decide whether or not to enforce the law. This is determined by police department rules, the situation at hand, and past practice by yourself and other police officers.

(3.) You cannot use unnecessary force, and your firearm can only be used in self-defense or to protect another's life.

Title: "WALK A MILE IN MY SHOES"

Introduction:

It is hard to change people's minds. Students who hate "the cops" because of an incident will tend to hate them for a long time. The activities in this unit have not tried to say that the police are always good or right. The unit attempts to point out that the police do serve important and necessary functions in a society. These functions, by their nature, can place the policeman in a bad light with a number of people in the community. The police officer is well aware of this factor in his job. This activity is based on an actual story of a professor who decided to find out what it was like to be a police officer. The officer might not change student attitudes, but it does show students how important it is to not judge a man too severely until you have walked in his shoes.

Objectives:

To read a case study of the way one person found out more about the police

To expose students to literature that communicates the feelings and attitudes one person has toward the job of the police

To identify the values and attitudes needed to be a police officer in this society

Time: One Class Period; reading can be done overnight

Material:

Duplicate copies of the story unless you read it to the class; George L. Kirkham, "A Professor's Street Lessons," FBI Law Enforcement Bulletin, March, 1974.

Procedure:

Step 1: Ask students if they would be interested in being a police officer for six weeks. What would be the risks? What would you do to prepare? What might you learn?

Step 2: Tell the class that a man actully did become a police officer for a short period in order to see what it was really like. Tell them that they are going to read his account of what happened. Ask the students to be able to answer the three questions they just discussed after finishing the story.

NOTE: For younger students or slower readers you may want to read to the class. The story is interesting enough that you could probably do so and keep the students' attention.

Step 3: Discuss the three questions with the class after they have done the reading. This man was not always favorable toward the police before his experience, just like many of you. What did he learn about the police and their work that probably made him more sympathetic and understanding of the problems a police officer must face each day? List these. Make a list of characteristics of what it takes to be a good police officer after reading the story. Could you be a good police officer? Would you want to be?

Evaluation:

Write a paragraph response to the question:

Would you want to be a police officer in the United States?

Title: HELP !

Introduction:

Our opinion of what the police do is determined to a great degree by the kind of contact we have with the police. Our image of the police and their job is reflected in the decision to call or contact the police in situations we feel deserve police attention. This activity presents students with a list of situations and asks them to decide whether this is a situation in which they think the police should be involved. In analyzing their choices students will be identifying some of their views about the function of the police. The last part of the activity lets students compare their views with the views of others in the community and with a list of actual functions the police perform.

Objectives:

To classify situations on the basis of whether or not the police should be contacted and/or involved.

To compare ideas about what police do with data about what police actually do

Time: One Class Period

Material:

Duplicate copies of the student handout titled "SITUATIONS."

Procedure:

Step 1: Tell the students that you would like them to make some decisions. Distribute the student handout titled "SITUATIONS " to pairs of students. Tell the students to work in pairs and complete the worksheet which has the students decide whether or not this is a situation in which the police should be called and/or involved.

Step 2: Go over the situations with the entire class for a few minutes in order to determine some of the reasoning students used to make their decisions, and to note if there seems to be any trends in the students' views.

Step 3: Mention to the students that not all people would respond as they did. Point out to them how other groups of people in this society tend to respond to some of these situations. Point out that people in other societies will also respond differently. Ask students to suggest some reasons to explain why some people would call the police for aid in a situation and other people would not.

Step 4: Hand out the list of activities that police do engage in. Discuss these questions with the students:

(1.) Which of the listed activities have nothing to do with the situations you decided on?
(2.) Which of the three activities on the list do you think police spend most of their time doing? Why?

Step 5: Point out to them the activities that police actually spend much of their time doing (STUDENT HANDOUT 6:4). After reading the list of things the police do engage in, would you change your decision about when to call for the aid of a policeman?

SITUATIONS

Below are descriptions of situations that occur in our society. Read each situation and then decide as a pair whether or not that is a situation that the police should be notified about and/or involved in. Circle the number of the situation that BOTH of you feel should involve the police.

1. One gang of kids meets another neighborhood gang in the park in order to settle their differences.
2. Someone in the house suffers a heart attack or injures themselves so badly that they go into severe shock.
3. The family next door is arguing and you or your parents hear the baby screaming.
4. Students are smoking grass on the school grounds.
5. A small child living in the neighborhood has been gone for one hour from her house and the parents are looking for her.
6. Teenage students keep driving down the street at very fast speeds.
7. The grease from the morning bacon spills and starts a fire in the kitchen.
8. A student at the school pulls a fire alarm.
9. A person at a party is drunk and decides to drive home.
10. A large carnival is being held downtown to celebrate the founding of the city.
11. A lone male is sitting in a car adjacent to schoolground with newspaper or book in his lap.
12. Two people are on the side of the road trying to hitchhike.
13. Son and Father are having an argument about who should get to use the car on Saturday.
14. Your cat is stuck in the tree in your front yard.
15. The car won't start on a cold morning and you might be late to work.

ACTIVITIES POLICE PERFORM

They keep records for the insurance companies in automobile accidents.

They direct traffic.

They provide ambulance service for victims of traffic accidents or heart attacks.

They cool domestic and neighborhood disputes which have reached the violent stage.

They break up barroom brawls and fights at high school dances.

They keep order at fires so that firemen can do their jobs.

They attend court to testify.

They write out tickets for traffic violations.

They investigate crimes and attempt to collect evidence for use in criminal investigations.

They patrol the city streets on foot or in police cars.

They fill out reports on just about everything they do.

They make presentations at elementary schools about safety.

They guard jails, attend sporting events, escort funerals.

They arrest persons for breaking the law.

Title: READ ALL ABOUT IT

Introduction:

Students have examined and identified some of the expectations they have for the police and some of the duties that the police actually do perform. Do police in other countries perform many of the same functions in their country that police do in this country? What images of the police are portrayed in the newspaper media? These two questions are dealt with in this activity by having students examine articles from newspapers from around the world which discuss the police and their functions.

Objectives:

To read in order to gather data

To suggest methods for gathering more information about police

To analyze what they read by comparing the articles and noting the similarities and differences in the content

To make some tentative hypotheses about the function of the police in general, regardless of the country they are in

Time: One Class Period

Materials:

You will need to duplicate copies of the three pages of the Student Handout that contain newspaper articles from countries around the world.

Procedure:

Step 1: Tell the students you would like to have them examine some newspaper articles about police to see if these articles mention or discuss police tasks that are similar to the ones students examined in the activity titled "HELP". Mention that the articles are from the United States and from other countries around the world.

Step 2: Hand out the articles, telling the students that they may work alone or with a partner. Ask the students to write answers to these questions based on the articles.

(1.) Which articles seem to indicate that it is the job of the police to enforce the laws of the society?
(2.) What problems do police in other countries face that are similar to problems that police in this country face?
(3.) Which articles talk about the police in relationship to other groups or institutions in the society?

Step 3: Take a few minutes to have students answer some of the questions that they worked on while reading the articles. Now discuss the questions below with the entire class.

(1.) What is the major function of the police in these countries according to the information in the newspaper articles? (Their major function is to maintain order and enforce the laws.)
(2.) In what ways do the police in other countries mentioned in the articles seem to be like police in this country? (They enforce the law, they are concerned about the way people act, they make arrests, what they do is of enough importance to be printed in the paper, they are not always honest and fair, their work is sometimes dangerous, etc.)
(3.) In what ways do the police mentioned in the articles from papers in other countries seem to be different from police in this country?
(4.) Do you think that the stories printed are common everyday police experiences? What type of material does the newspaper print? (Material that is of human interest, unusual happenings, violence, conflict, etc.)
(5.) What other ways can we compare the articles?

Step 4: Although police forces are alike in many ways, their differences may be of more significance to the students. Students often think that police act certain ways and "that's the way it is." Discovering that police can and do function in ways quite different from the police in America should raise questions about why these differences occur and to what degree changes in our own police might be possible and beneficial.

You should end this activity by having students brainstorm all the ways they can think of that police might differ from country to country. Take all responses. Do not evaluate student responses but encourage creative responses. (Keep this list posted. It will be used again in another activity.)

At the end of the brainstorming session mention that the class will be examining two ways in which police around the world differ significantly.

Further Suggestions:

1. Have students collect newspaper articles from their local papers. Have them post these on a bulletin board under categories that they make up, such as human interest, police-community conflict, police humor, violence, arrests, etc. There are many other possibilities and you might have students rearrange the articles a couple of times.

2. You might challenge the students to try to find a newspaper article or magazine article that discusses one of the tasks listed on the police activity sheet. Can they get an article for every one? If not, why not?

Title: GUNS

Introduction:

One area where police differ in a significant and, to many Americans, unfathomable way, is the use of armaments. Persons in America find it difficult to conceive of a police officer who doesn't carry a gun. In fact many students will view the carrying of a gun as a necessary, almost natural, part of a police officer's equipment, something he or she could not do without. In this activity that perspective is challenged. Students see that police can function without carrying a gun and still enforce the law and protect themselves. This activity compares the British officer with the American. Students are asked to recognize the differences between the two and suggest reasons to explain the difference in armament. At the end of the activity students will be aware of one alternative to their own police system that does work, and they will have some understanding of the factors that make this difference possible.

Objectives:

To evaluate the hidden assumption that a police officer must have a gun with him at all times
To explore the reasons that might explain why police differ in the armament they use
To increase student ability to interpret and compare picture sources
To identify a major difference in police operation and acknowledge that these differences of behavior are possible in police work and functional in terms of police tasks and discretion

Time: One Class Period (two if discussion gets involved)

Materials:

Duplicate copies of the data sheet and the reading for use during the activity. Obtain a slide projector for showing the pictures of the police uniforms.

Procedure:

Step 1: Show the picture of the "bobby" (British Police Officer). Have students write down everything they notice about his dress and attire. Show the picture of the American Police Officer. Have students write down everything they notice about the dress and attire. Have students mention any differences. List these.

Step 2: Point out that you would like to discuss the fact that the British officer does not wear a gun, as many of the students pointed out. Ask students to describe a situation where they think the British officer would be in trouble by not carrying a gun.

Step 3: Ask the students if they think that more officers get killed in England than in the United States because they don't carry guns, based on their descriptions of what would happen in the scenarios.

Then pass out copies of the data card on police deaths and civilian deaths in police situations. How do you explain the difference in the figures? Re-examine the scenarios and discuss what the police might do to avoid getting killed. How can this difference in police killings be explained?

Step 4: What then are the 5 or 10 factors that students generated to explain the difference in armament?

Have the students read the article which explains the factors in England that account for the police not carrying guns. Have the students underline each factor mentioned in the article. Which ones did they have on their lists? Which ones did they not include? Why? Could American police disarm with the same results as the British? Explain.

POLICE DEATH STATISTICS

England

Year	Number of Police Officers Killed
1970	1
1971	2
1972	1
1973	1
1974	1
1975	?

United States

Year	Number of Police Officers Killed
1970	100
1971	126
1972	112
1973	127
1974	132
1975	?

Sources: British Information Service; Federal Bureau of Investigation, Uniform Crime Reports for the United States.

FEW VOTES FOR THE "TOOLED-UP COPPER"

When It Started

The tradition that the British "bobby" is unarmed began when the Metropolitan Police Force was formed in 1829 to bring law and order to London. The policemen's predecessors, the Bow Street Runners, had carried pistols but the police, apart from a time in 1848 when cutlasses were carried, have never been armed with anything more lethal than a wooden truncheon - and that is hidden in special pockets in their uniforms.

Various reasons have been suggested for maintaining this tradition and the most common is that if the police were armed the underworld would also get "tooled-up" - the fact that a policeman is unarmed discourages the criminal from shooting at him.

As a public issue, arming the police has created so little interest for more than 100 years that the Police Federation - which represents policemen up to the rank of chief inspector - has never thought it necessary to issue a policy statement. And chief officers of police this year (1975) dismissed inquiries on the subject with the statement that "this matter is not under review by the police or the Home Office."

A former Home Secretary explained why the police as a whole should not be armed. "In the first place our policemen themselves would sooner not be armed," he said. "I think the reason probably is that the responsibility of deciding when to shoot would not be without its difficulties. It is true that the unarmed policeman runs great risks when he is dealing with an armed criminal, but I have a feeling that most policemen think that the risks might well be increased if as a body they were armed.

No Great Gulf

"Moreover," he added, "a wholly armed police force would be a different police force. The fact that British policemen are not armed and that it is known that they prefer peaceful persuasion to the use of force gives it its essential character as a civil and not a military organization.

"This very much affects the relationship between the police and the public. Police and public live together."

Most people in Britain regarded the policeman as a friend, he pointed out, and this would not be quite so easy if he had a gun hung on his belt.

The fact that the British policeman is unarmed does not put his life any the more at risk. Statistics bear this out. From 1900 to 1955 15 policemen were killed on duty. From 1965 to 1974, though the figures rose, the total was still only 11 policemen murdered. In the United States, where the police are armed at all times, Federal Bureau of Investigation figures show that 132 law enforcement officers were killed on duty in 1974 alone.

Seldom Fired

But, because of the increasing violence in modern society, the frequency with which arms have been issued to police in Britain has increased dramatically. The number of times guns were issued during 1970 was 1072. This total rose to 1935 during 1971 and to 2237 during 1972 - or an average of 6 times a day.

However, the issue of arms did not mean that these were fired. Home Office figures show that in a three-year period there were only three occasions when policemen fired their weapons.....The common policy of the chief police officers in England and Wales is that firearms are issued only in circumstances where police officers may have to face an armed and dangerous person.

Weapon Training

The increasing need to issue guns for these special occasions brought a demand for proper training from the Police Federation in 1970. At that time the federation's chairman explained: "The situation is developing where more and more policemen are being called on to use weapons. We feel it is necessary for the protection of society - as well as the individual police officer - that all policemen are taught how to use guns and that such training is standardised in every police force."

This has now been done. Each officer under training fires at least 400 rounds of ammunition using standard police weapons such as the Walther .22, and Smith and Wesson or Webley .38 revolvers. Numbers of marksmen are also trained to fire rifles.

The trainees shoot at moving and stationary targets and then take reaction tests, watching armed situations flashed on a screen. They have two seconds to decide if they should fire or not.

Classification

They are taught to deal with criminals who may be armed and besieged in the open or in cars, or making surprise attacks on policemen.

When they have completed the course they are classified from A to D. A signifies authorised to command an incident and be issued with a weapon; B authorised to command an incident; C authorised to be issued with a weapon for any purpose other than command; D authorised to be issued with a weapon for a supporting role only.

But having qualified the policeman does not get a gun. If a dangerous incident occurs the issue of firearms is strictly controlled. In London the weapons are kept locked in safes at Scotland Yard and at main police stations. They are issued by the station officers under the direction of the chief superintendent.

The issue and return of weapons and ammunition is recorded at the station concerned and where firearms have been used - and in the case of hand guns this means when they are removed from their holsters, even if not fired - a report must be made to the Firearms Training Branch at Scotland Yard.

Strict Warning

Every officer to whom a weapon is issued is strictly warned that it is only to be used in the case of absolute necessity. For example, if he or the person he is protecting is attacked by someone with a gun or other deadly weapon and the officer cannot otherwise reasonably protect himself or give protection he may resort to a firearm as a means of defence.

It is the police officer's duty to protect both himself and members of the public with the best means at his disposal.

But in spite of the training and the availability of weapons in an emergency the British "bobby" will continue to use patience and good humour rather than force. Many long serving officers will admit that when they are in a tight corner it rarely occurs to them even to draw their truncheons.

This attitude was summed up by one of Scotland Yard's top detectives. When he was a young policeman he found himself facing a demented gunman in a London club. He charged the man before he could pull the trigger.

"I've thought a lot about that incident," he said. "It shook me up afterwards but it helped to convince me that we don't really need guns to fight crime in this country."

Excerpted from Scarlett, Bernard, Chief Crime Reporter, London Press Service.

Title: NATIONAL vs LOCAL POLICE FORCES

Introduction:

Part of an ethnocentric outlook is the perception and underlying belief that "my way is the right way." Many times people familiar only with their own society assume that the way institutions operate in their society is the only way they can operate. As in the activity on guns, this activity attempts to point out to students an area of difference between police forces so that they can consider the reasons for these differences and evaluate their own police systems with the knowledge that other procedures and behaviors are possible.

Objectives:

To identify the possible ways that police systems can be organized and the implications of such organization

To generate reasons explaining why some police systems are nationally controlled and some are locally controlled

To discuss the problems and benefits that each method of organization incorporates

Time: One Class Period

Materials:

Duplicate copies of the student handout, "National and Local Police."

Procedure:

Step 1: Hand out the data sheet. Have students read the data sheet and summarize the data. (Some nations have local police forces and some have national police forces.)

Step 2: Have students suggest hypotheses to explain why these differences exist.

Step 3: Ask students which system they would prefer. What are the potential benefits and detriments of each system?

Step 4: Mention the following facts about the U.S. system. Ask students if they like or dislike each aspect of the system. How could the aspects they dislike be changed? Is the national police force something students feel would work in the United States? Why does it work in other countries? What are the dangers?

1. Different police forces are responsible for enforcing different laws in the U.S.
2. Local communities set up their own standards for police officers.
3. In some places in the U.S. a person can become a police officer with little or no training.
4. The FBI cannot enforce any laws except federal laws.
5. In some places you can be arrested by as many as three different police forces.
6. Police forces do not have to cooperate in an investigation of a crime.
7. A person can commit a crime in one state and go to another state where it it difficult for police to apprehend him or her.

NATIONAL AND LOCAL POLICE

The United States uses local police forces except for the Federal Bureau of Investigation. These local police forces are recruited and trained locally, and paid from local funds. At the present time there are five major types of police agencies operating in U.S. territory:

1. Police agencies of the Federal Government
2. State police forces and criminal agencies in fifty states
3. Sheriffs and deputy sheriffs in over three thousand counties
4. The police forces of about one thousand cities and towns
5. The police forces of about fifteen thousand villages, boroughs and incorporated towns.

Altogether there are about forty thousand seperate public police agencies in the U.S. A. The majority of them consist of one, two or three men who are not employed full-time.

These countries have national police forces. Their police officers are trained by the national government, recruited by the national government and paid from taxes collected by the national government.

Thailand
Soviet Union (U.S.S.R.)
Austria
France
India
Nigeria
Algeria
Brazil
Chad
Chile
Egypt
Ethiopia
Finland
Taiwan (Republic of China
Haiti
Indonesia
Iran
Israel
Italy
Japan
Jordan
South Africa

In fact, more countries have national police forces than don't.

Title: ALL SYSTEMS GO

Introduction:

The criminal justice system of the United States is a very complex system. Most people do not understand how the system operates, much less why it operates the way it does. Many persons also do not understand the role of the police in the criminal justice system. By utilizing a chart which represents the criminal justice system, students gain skills in interpreting and reading a graphic model and recognize the role the police play in the U.S. criminal justice system.

Objectives:

To read a flow chart for a system

To demonstrate an understanding of the American police system and its place in the criminal justice system by ordering events according to the system's procedures

Time: One Class Period

Materials:

You will need to duplicate the two case studies. You will need one case study for every four students. These cases should be cut out and placed in envelopes. You will also need to duplicate the United States Criminal Justice System Chart.

Procedure:

Step 1: Hand out the chart. Ask the students to name the functions police perform in the U.S. criminal justice system. They can look at the chart. List these on the board for future reference.

Step 2: Tell the students that you will be asking them to read the chart that explains the police and criminal justice systems in the United States. The chart describes the relationships between the various parts of the system. It is these relationships and processes that, along with the various parts, make the system.

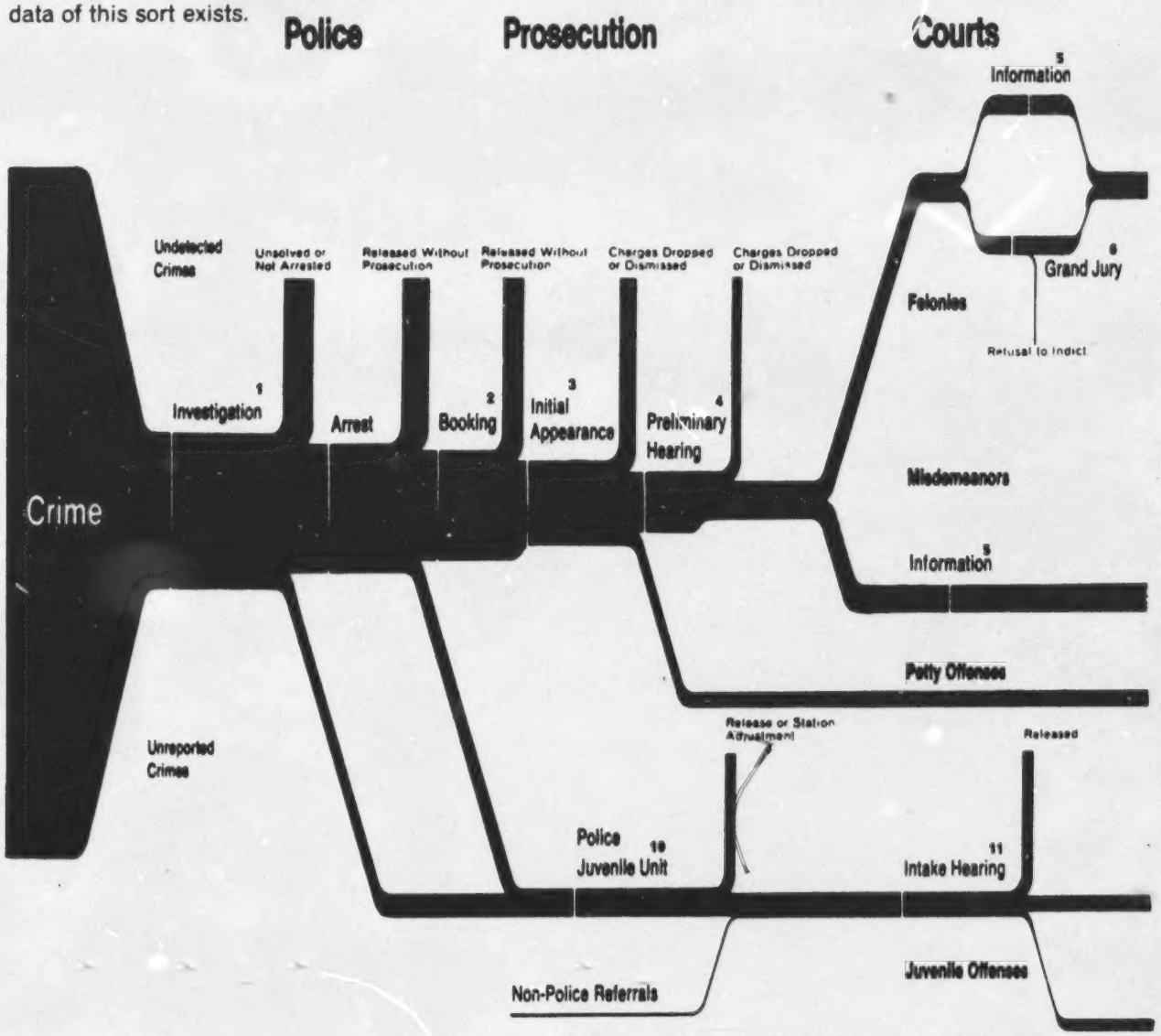
Hand out the case studies. Tell the students that these cases represent specific facts and occurrences. Although each case is different in the specifics they are similar in that they all fit into the system. The students' job is to order the events so that they agree with the process described on the chart.

Step 3: Discuss these questions:

1. Which steps in the criminal justice system involve the police in some way?
2. How would you describe the role the police play in the criminal justice system of the United States?
3. At how many places can you get out of the system before going through the entire system?
4. Are juveniles treated differently than adults? In what ways? Why?
5. Would the system work without the police? Why not?

A general view of The Criminal Justice System

This chart seeks to present a simple yet comprehensive view of the movement of cases through the criminal justice system. Procedures in individual jurisdictions may vary from the pattern shown here. The differing weights of line indicate the relative volumes of cases disposed of at various points in the system, but this is only suggestive since no nationwide data of this sort exists.



1 May continue until trial.

2 Administrative record of arrest. First step at which temporary release on bail may be available.

3 Before magistrate, commissioner, or justice of peace. Formal notice of charge, advice of rights. Bail set. Summary trials for petty offenses usually conducted here without further processing.

4 Preliminary testing of evidence against defendant. Charge may be reduced. No separate preliminary hearing for misdemeanors in some systems.

5 Charge filed by prosecutor on basis of information submitted by police or citizens. Alternative to grand jury indictment; often used in felonies, almost always in misdemeanors.

6 Reviews whether Government evidence sufficient to justify trial. Some States have no grand jury system; others seldom use it.

7 Appearance for plea: defendant elects trial by judge or jury (if available); counsel for indigent usually appointed here in felonies. Often not at all in other cases.

8 Charge may be reduced at any time prior to trial in return for plea of guilty or for other reasons.

9 Challenge on constitutional grounds to legality of detention. May be sought at any point in process.

10 Police often hold informal hearings, dismiss or adjust many cases without further processing.

11 Probation officer decides desirability of further court action.

12 Welfare agency, social services, counselling, medical care, etc., for cases where adjudicatory handling not needed.

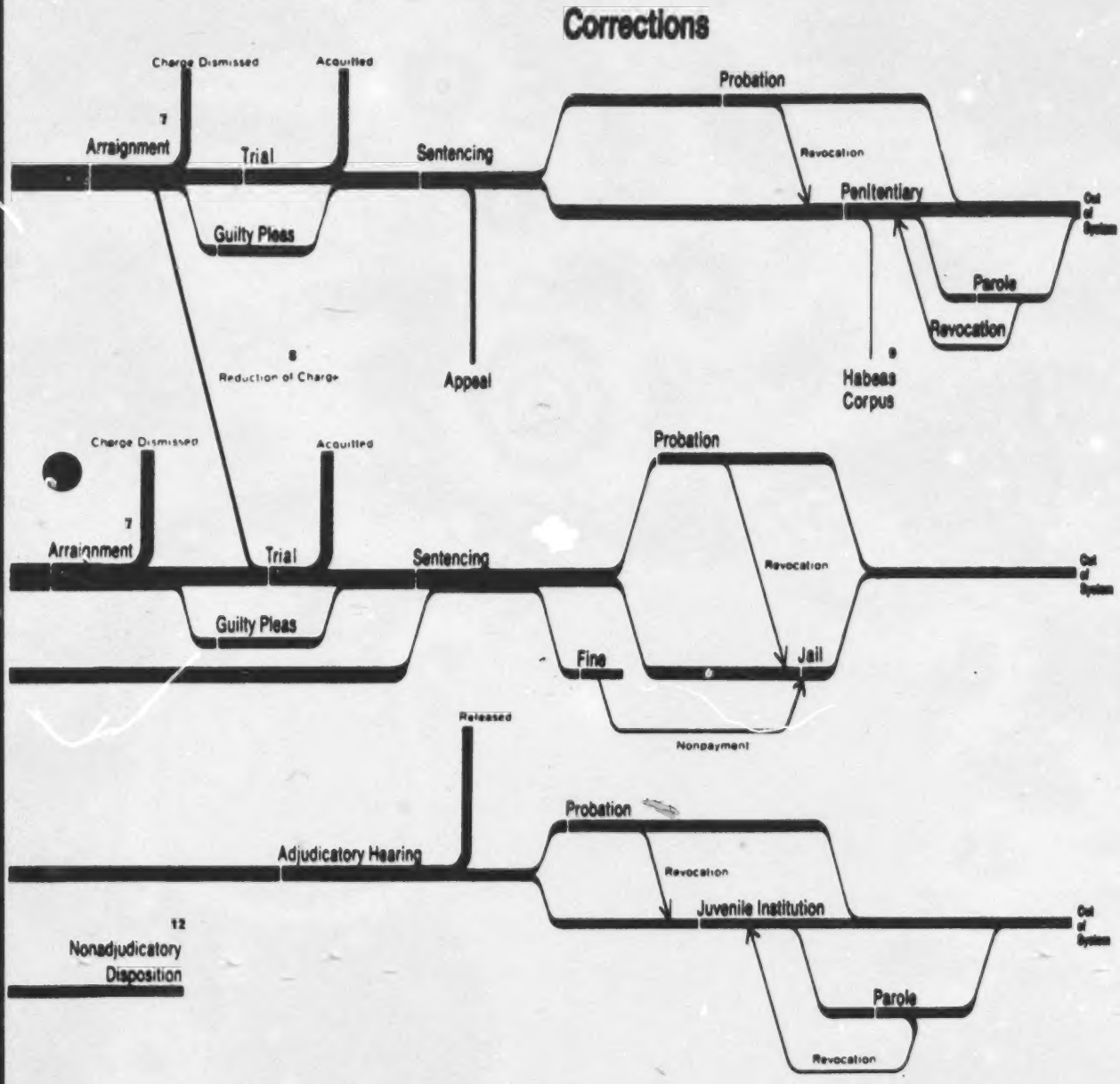


Chart courtesy of: The President's Commission on Law Enforcement and Administration of Justice, reprinted from BILL OF RIGHTS Newsletter, Spring 1974.

CASE I

Students determine the order of events by using the chart, and placing a "1" next to the first event, "2" next to second event, "3" next to third and so on.

The police visit Robert Putnum at his home and discuss his whereabouts at the time the neighbor says he broke the window.

At the intake hearing it is decided that he should pay the cost of fixing the windows and be released to his parents because he did not enter the building and it was his first offense.

One of Robert Putnum's neighbors sees him break the school windows and calls the police.

The next day Robert Putnum is taken to see a probationary officer.

The police talk to the neighbor who says she will file a complaint and testify at a juvenile hearing.

Robert Putnum breaks three glass windows at the school one block away from his house.

The police are not satisfied with the story of Putnum and arrest him for vandalism.

Robert Putnum is taken to the police station and then transferred to the juvenile unit operated by the police.

CASE II

Mr. J. is asked to step out of the truck and walk to the police car.

Charges are filed with the court by the prosecutor who represents the government.

Mr. J. is driving home from a swinging party and he is smashed. He has had so much to drink that he feels like he is swimming.

Mr. J. is fined $100 by the judge.

The blood test shows that Mr. J. has alcohol in his blood beyond a legal limit, and he is arrested for drunken driving.

Mr. J. swerves on the road and knocks down a street light but does little damage to his truck.

Mr. J. pleads guilty to the charge of drunken driving.

Mr. J. is booked.

Two police officers in their patrol car witness the incident and take after the truck.

Mr. J. is asked whether he wants a trial by judge or a trial by jury.

Mr. J. is asked for his license by the officers.

Mr. J. is released on bail and attends a preliminary hearing three days later.

Mr. J. pulls his truck over to the side of the road because a police car is following him with the red light flashing.

Mr. J. makes an appearance the next day before a judge. This is the first time he appears in court.

Mr. J. is taken to the police station for a blood test.

CASE I (Correct Sequence of Events)

(1) Robert Putnum breaks three glass windows at the school one block away from his house.
(2) One of Robert Putnum's neighbors sees him break the school windows and calls the police.
(3) The police talk to the neighbor who says she will file a complaint and testify at a juvenile hearing.
(4) The police visit Robert Putnum at his home and discuss his whereabouts at the time the neighbor says he broke the window.
(5) The police are not satisfied with the story of Putnum and arrest him for vandalism.
(6) Robert Putnum is taken to the police station and then transferred to the juvenile unit operated by the police.
(7) The next day Robert Putnum is taken to see a probationary officer.
(8) At the intake hearing it is decided that he should pay the cost of fixing the windows and be released to his parents because he did not enter the building and it was his first offense.

CASE II (Correct Sequence of Events)

(1) Mr. J. is driving home from a swinging party and he is smashed. He has had so much to drink that he feels like he is swimming.
(2) Mr. J. swerves on the road and knocks down a street light but does little damage to his truck.
(3) Two police officers in their patrol car witness the incident and take after the truck.
(4) Mr. J. pulls his truck over to the side of the road because a police car is following him with the red light flashing.
(5) Mr. J. is asked for his license by the officers.
(6) Mr. J. is asked to step out of the truck and walk to the police car.
(7) Mr. J. is taken to the police station for a blood test.
(8) The blood test shows that Mr. J. has alcohol in his blood beyond a legal limit, and he is arrested for drunken driving.
(9) Mr. J. is booked.
(10) Mr. J. makes an appearance the next day before a judge. This is the first time he appears in court.
(11) Mr. J. is released on bail and attends a preliminary hearing three days later.
(12) Charges are filed with the court by the prosecutor who represents the government.
(13) Mr. J. is asked whether he wants a trial by judge or a trial by jury.
(14) Mr. J. pleads guilty to the charge of drunken driving.
(15) Mr. J. is fined $100 by the judge.

Title: MARRIAGE LAWS OF THE PEOPLE'S REPUBLIC OF CHINA

Introduction:

Everyone in the United States is familiar with the fact that we have many laws. The question is, do people living in other societies also have many laws? The purpose of this activity is to demonstrate to students that all societies are faced with the question: What laws do we need and how shall they be enforced?

Objectives:

To demonstrate that other societies also need laws and methods of enforcing those laws
To compare the ways two societies deal with marriage laws and their enforcement

Time: One Class Period

Materials:

You will need to duplicate copies of the student handout titled "Marriage Laws of the People's Republic of China."

Procedure:

Step 1: Ask the students to respond to these questions by raising their hands. They could also record the responses for use at the end of the activity.

1. Do you think marriage laws in the People's Republic of China are like those of your state?
2. Do you think that the marriage laws of China are more strict than the laws of your state?
3. Do you think that China has more laws or fewer laws about marriage than your state has?
4. Do you think the law protects the rights of the woman in marriage better in your state than it does in China?

Step 2: Tell the students to form pairs. Tell them that you have copies of some of the laws related to marriage in the People's Republic of China. Have a student show where China is on the map. Hand out the laws and the worksheet. Tell students to analyse the laws by filling out the worksheet in pairs.

Step 3: Go over the worksheet with the class. Focus on the questions related to the enforcement of the laws.

Step 4: Obtain a copy of the marriage laws of your state if possible. That way some of the students' comparisons can be checked with the actual laws.

Step 5: What do the students now say when you ask the first four questions again? Have them explain any differences in their responses.

Further Suggestions:

Find out more about marriage laws in other countries. What is the difference between a custom and a law? (It is the person and method of enforcement.)

WORKSHEET
Marriage Laws of the People's Republic of China

Which articles describe laws related to the children in the marriage?

Which articles describe some action that is prohibited or can't be done?

Which articles say what happens if the rule is not followed?

Which articles mention laws or practices which are similar to ones you think are practiced in your state. What is the similarity?

Which article do you think would be the hardest to enforce? If the article is similar to a law in your state, how is it enforced?

If you don't know how the marriage laws are enforced in your state, how would you find out?

For which of the laws on the list would a policeman or some person representing the law have to be involved?

Are the punishments for breaking these laws written down somewhere?

MARRIAGE LAWS OF THE PEOPLE'S REPUBLIC OF CHINA

Article 2 Bigamy, concubinage, child betrothal, interference in the re-marriage of widows, and the exaction of money or gifts in connection with marriages, are prohibited.

Article 3 Marriage is based upon the complete willingness of the two parties. Neither party shall use compulsion and no third party is allowed to interfere.

Article 4 A marriage can be contracted only after the man has reached 20 years of age and the woman 18 years of age.

Article 5 No man or woman is allowed to marry in any of the following instances: (a) where the man and woman are lineal relatives by blood; (b) where one party, because of certain physical defects, is sexually impotent; (c) where one party is suffering from venereal disease, mental disorder, leprosy or any other disease which is regarded by medical science as rendering a person unfit for marriage.

Article 7 Husband and wife are companions living together and enjoy equal status in the home.

Article 9 Both husband and wife have the right to free choice of occupation and free participation in work or in social activities.

Article 10 Husband and wife have the right to use his or her own family name.

Article 11 Husband and wife have equal rights in the possession and management of family property.

Article 14 Parents and children have the right to inherit one another's property.

Article 15 Children born out of wedlock enjoy the same rights as children born in lawful wedlock. No person is allowed to harm them or discriminate against them.

Article 16 Neither husband or wife may maltreat or discriminate against children born of a previous marriage by either party and in that party's custody.

Article 17 Divorce is granted when husband and wife both desire it. In the event of either the husband or the wife alone insisting upon divorce, it may be granted only when mediation by the district people's government and the judicial organ has failed to bring about a reconciliation.

Article 20 After divorce, both parents continue to have the duty to support and educate their children.

Article 23 In case of divorce, the wife keeps such property as belonged to her prior to her marriage. The disposal of other family property is subject to agreement between the two parties. In cases where agreement cannot be reached, the people's court should make a decision.

Article 26 Persons violating this law will be punished in accordance with law.

46

Title: EXPERIENCES WITH THE POLICE

Introduction:

Our images of the police and what they do depends to a large degree on the kind of contacts we have with the police and the images of police portrayed on television. Beginning a short unit on the police with a discussion of the kinds of experiences the students and their families have had with the police will provide data based on the students' experiences.

Objectives:

To help students associate their views of the police and their functions to their personal experiences with the police

To provide a context where students can compare their experiences with the police with those of other students in the class

To have students verbally identify their feelings about the police and suggest hypotheses to explain the causes of these feelings

Time: One to two class periods

Materials:

Check sheet on personal experiences with the police; check sheet on TV cops, one for each student.

Procedure:

Step 1: The day before the actual unit begins, hand out the check sheet on personal experiences with the police to each student. Ask them to fill out this sheet with their parents if they like.

Step 2: Discuss the check sheets with the class using the following procedure:

Total the number of experiences that the entire class has had with the police. This then should be divided by the total number of students in the class to arrive at the average number of contacts that students have had directly with the police. Then establish with the class the three most common types of contact the students have had with the police by using the summary questions.

Ask students whether they felt the police officer performed his duty properly in their experience with each of these common categories. For example, did they feel that the questioning of the group about their actions was justified and conducted properly?

The purpose of this section is not to challenge students and their ideas about the police, but rather to let them explain their feelings and compare those feelings and experiences with others in the class. The students should feel that they are entitled to their ideas about the police whether those feelings are positive or negative.

Step 3: Hand out the check sheet on TV cops. Ask students to check every name that they recognize as a TV policeman or policewoman. Then ask them to circle the names of the two that they like the best. Then have them place an "X" next to the name that they think is the cop who is most like the real policemen in their city.

Step 4: Have each student find someone who has checked the same name as they did for the most realistic cop. Have each pair of students write down four or five reasons why they feel that police actor is most like the police in their community.

Have a pair present their opinion to the class. If other students also chose that name, have them add their comments to the first pair's reasons. Have someone record what each pair feels is a trait that is similar to a real policeman's. This list should be compiled for the next day's class by the teacher or a student.

Step 5: Finish the discussion by mentioning that most police officers do not feel that the police shows on TV really show what their work is like. Ask the students if the TV shows' image of the police compares to the real contacts the class has had with the police. How could the class find out more about the job of the police?

Further Suggestions:

Plan to visit a police department or bring a police officer into class. Have the class make up questions that relate to the way police are portrayed on TV. The police could explain their jobs in contrast to the students' questions.

Some sample questions:

1. How do you feel about carrying guns?
2. Are any of the TV shows realistic in presenting what the police do in their jobs? If so, in what ways?
3. What things would you like the community to know about your job?

PERSONAL EXPERIENCES WITH THE POLICE

Below are a number of common experiences that you may have had with a policeman. If so, place a number next to experiences for each time they have occurred. This includes the experiences of your family.

_____1. Received a traffic ticket from a police officer.

_____2. Police officer came to your house and asked someone in your family questions.

_____3. Have been taken to the police station for any reason.

_____4. Have been stopped by the police.

_____5. Have been arrested by the police.

_____6. Have called the police and asked for their assistance.

_____7. Other _____

_____

CHECK SHEET ON TV COPS

Below are the names of a number of TV police shows. Add any to the list that you have watched but are not listed. Check all of those that you have seen.

Circle the two that you like best.

Place an "X" next to the show that you feel best reflects the job of the police officer in your own community.

1. Hawaii Five-O
2. McCloud
3. Columbo
4. Nakia
5. Streets of San Francisco
6. Police Story
7. Police Woman
8. McMillan & Wife
9. Dragnet
10. Adam 12
11. Kojak
12. Bronk
13. The Rookies
14. S.W.A.T.
15. The F.B.I.
16. Barney Miller
17. Joe Forrester

Title: QUALIFICATIONS

Introduction:

One way to foster student discussion of the police is to force students to compare their ideas about what they expect police to do with the training police are given. This exercise examines the qualifications that an urban police department demands of its officers. The students decide whether a person meeting these qualifications would be the kind of officer that the students expect.

Objectives:

To suggest to students that they have specific images of what policemen should be able to do

To encourage students to compare their views about police with actual department regulations and qualifications for a police officer

Time:

Procedure:

Step 1: Divide the class into groups of four or five students. Ask them to make a qualification list for a policeman in your community. What kind of background should he or she have? What kind of skills should he or she possess? What should a policeman be able to do well in order to be on the force? Give the group 10 minutes to make a list of at least 10 qualifications.

Step 2: Pass out the list of qualifications for being a patrolman in a large urban city.

Step 3: Ask students to check any qualification on their list that is also similar to one on the list handed out. Which group has the largest number of similar qualifications? Which qualifications were mentioned most often?

Step 4: Now ask students to identify with a circle those qualifications which they think are the three most important. Discuss their choices. What were important qualifications that they left off their list? Are there important qualifications that are not on either list? How many of the qualifications can be met by training? Which ones must a police officer possess without training?

Step 5: Now ask the students to underline the three qualifications they consider the least important. Discuss why they feel these are not important. If they are not important to them, why do they seem to be important to the police officials?

Step 6: See if the class can come to any agreement as to the three most important qualifications. Have the class summarize those qualities that they feel a policeman should possess. If there is major disagreement, help the students see that their differing expectations of what a policeman should

do are affecting their opinions about the qualifications a policeman should have. Would the class as a whole say that the qualifications for a policeman reflect the images the class has of what a policeman should be able to do? If not, where do the different perspectives come from? TV? Personal experience? Friends? Stereotypes? Lack of information?

Step 7: Take the list home and have parents evaluate the list of qualifications. Are the students' views on qualifications similar or different from their parents'? What accounts for these similarities and differences?

Have a local police officer do the assignment with the check list. How do his views compare with the students' and parents'? Would they expect his views to be more like the parents' or the students'? What are some explanations one could give if the policeman has different ideas about what qualifications are important and which are not?

Step 8: Can police officers really have the qualifications stated? Do some of the conflicts that arise between the public and the police result from expecting of the police something they can't be or do? Do you know anyone who could meet all these standards? Could you meet them?

Step 9: Would people in other countries want their police to have qualifications our police officers have? Which qualifications would you expect all people to demand from their police? Why?

1. QUALIFICATIONS OF A PATROLMAN *

It is essential that a patrolman:

1. endure long periods of monotony in routine patrol yet react quickly (almost instantaneously) and effectively to problem situations observed on the street or to orders issued by the radio dispatcher (in much the same way that a combat pilot must react to interception or a target opportunity).
2. gain knowledge of his patrol area, not only of its physical characteristics but also of its normal routine of events and the usual behavior patterns of its residents.
3. exhibit initiative, problem-solving capacity, effective judgment, and imagination in coping with the numerous complex situations he is called upon to face, e. g., a family disturbance, a potential suicide, a robbery in progress, an accident, or a disaster. Police officers themselves clearly recognize this requirement and refer to it as "showing street sense."
4. make prompt and effective decisions, sometimes in life and death situations, and be able to size up a situation quickly and take appropriate action.
5. demonstrate mature judgment, as in deciding whether an arrest is warranted by the circumstances or a warning is sufficient, or in facing a situation where the use of force may be needed.
6. demonstrate critical awareness in discerning signs of out-of-the-ordinary conditions or circumstances which indicate trouble or a crime in progress.
7. exhibit a number of complex psychomotor skills, such as driving a vehicle in normal and emergency situations, firing a weapon accurately under extremely varied conditions, maintaining agility, endurance, and strength, and showing facility in self-defense and apprehension, as in taking a person into custody with a minimum of force.
8. adequately perform the communication and record-keeping functions of the job, including oral reports, preparation of formal case reports, and completion of departmental and court forms.
9. have the facility to act effectively in extremely divergent interpersonal situations. A police officer constantly confronts persons who are acting in violation of the law, ranging from curfew violators to felons. He is constantly confronted by people who are in trouble or who are victims of crimes. Besides his dealings with criminals, he has contact with para-criminals, informers, and people on the border of criminal behavior. (He must also be "alley-wise.") At the same time, he

must relate to the people on his beat—businessmen, residents, school officials, visitors, etc. His interpersonal relations must range up and down a continuum defined by friendliness and persuasion on one end and by firmness and force at the other.

10. endure verbal and physical abuse from citizens and offenders (as when placing a person under arrest or facing day-in and day-out race prejudice) while using only necessary force in the performance of his function.
11. exhibit a professional, self-assured presence and a self-confident manner in his conduct when dealing with offenders, the public, and the courts.
12. be capable of restoring equilibrium to social groups, e. g., restoring order in a family fight, in a disagreement between neighbors, or in a clash between rival youth groups.
13. be skillful in questioning suspected offenders, victims, and witnesses of crimes.
14. take charge of situations, e. g., a crime or accident scene, yet not unduly alienate participants or bystanders.
15. be flexible enough to work under loose supervision in most of his day-to-day patrol activities (either alone or as part of a two-man team) and also under the direct supervision of superiors in situations where large numbers of officers are required.
16. tolerate stress in a multitude of forms, such as meeting the violent behavior of a mob, arousing people in a burning building, coping with the pressures of a high-speed chase or a weapon being fired at him, or dealing with a woman bearing a child.
17. exhibit personal courage in the face of dangerous situations which may result in serious injury or death.
18. maintain objectivity while dealing with a host of "special interest" groups, ranging from relatives of offenders to members of the press.
19. maintain a balanced perspective in the face of constant exposure to the worst side of human nature.
20. exhibit a high level of personal integrity and ethical conduct, e. g., refrain from accepting bribes or "favors," provide impartial law enforcement, etc.

Question

Where is society expected to find such demi-gods?—For an average of less than $8,000 a year?

San Francisco Police Department, "Appendix: The Role of the Patrolman."

FURTHER SUGGESTIONS FOR THE UNIT

The local community provides many resources that could be utilized to enhance the activities of the unit which are intended for classroom use.

Planning a field trip or two could provide the experiences that will help make the unit more interesting and motivating to the students. If you plan a trip, do so a week or two in advance.

1. Visit a court hearing or trial where policemen must testify.
2. Visit a police station where students can see the many operations the police perform.
3. Have police officers visit your classrooms.
4. Arrange for students to ride with police officers on patrol. Many departments will cooperate with your class in such a project.

USING ROLE-PLAY ACTIVITIES

When using role-play situations in the classroom, the teacher should keep the following suggestions in mind. These suggestions will increase the value of the role-play in terms of meeting the objectives as effectively as possible.

1. The teacher should adopt a non-judgmental attitude. Never grade a student's performance. There is not a best or "right" way for a role to be played, although there are more productive or functional ways to respond depending on the goals and circumstances of the situation. Students should be reminded that there are many different ways to play a role, but that one way is not necessarily better than another.

2. Prepare the students for the role-play. Students are often self-conscious about being in front of a group, and it is necessary to create a comfortable climate in order to get open, lively responses from students. This can be done by setting a personal context for the role-play. Mention that most of us have been involved with or have a friend who has been involved with the police. Have a student or students mention their experience for a minute or two. Tell the class that these same angry, confused, funny responses are going to be role-played.

3. The teacher should rely on volunteers, if at all possible, and not on calling students to participate.

4. Before beginning the actual role-play it is essential that both the players and the audience have an opportunity to visualize the characters and the setting in detail. In these cases students will read their role situations while the teacher explains the situation verbally to the class.

5. After the enactment has been completed a follow-up discussion should be held. This is not a time to evaluate the performances but a chance for students to verbalize any insights they have gained from the role, to express any feelings that occurred during the role, to generalize and compare the experience to real situations, and to give the audience a chance to express their feelings as they observed the roles being played.